

Expanded Learning Opportunities Grant Plan: East Side Union HS District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
East Side Union High School District	Teresa Marquez - Associate Superintendent	marquezt@esuhsd.org 408-347-5170

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

As a district we recognize the importance of engaging with our various stakeholders including parents, staff, and students. As we worked to develop this plan, we offered stakeholders opportunities to provide input by attending forums and completing a graphic organizer to capture their ideas.

We offered a total of 5 sessions as a means to engage with our stakeholders:

Group / Type of Session	Dates and Times	Purpose
Session for Administrators	April 19, 2021 4pm	Provide information about the Expanded Learning Opportunities Grant and gather input from administrators
Session for Classified and Certificated Staff	April 20, 2021 4:15pm April 21, 2021 5:45pm	Provide information about the Expanded Learning Opportunities Grant and gather input from staff
Session for Parents, Students, and Community Members	April 20, 2021 6pm April 23, 2021 12:30pm	Provide information about the Expanded Learning Opportunities Grant and gather input from parents, students, and community members

In addition, we asked teachers to use class time to discuss the plan components and gather feedback and input from students. As part of the discussion, teachers asked students to complete a survey to collect their specific ideas and input as it relates to the key areas of supplemental instruction presented as part of the Expanded Learning Opportunities Grant. Staff were also asked to provide input via a survey and graphic organizer.

The input requested from stakeholders was focused on the following guiding questions to assist stakeholders as they reflected and provided feedback:

Guiding Questions:

- What does it mean to recover learning within our high school context?
- What have our students been without?
- What do they need?
- How do we leverage the ELO funds (approximately \$16M) to build equitable communities?**

To gather more specific, targeted input, the questions posed both in the survey and in the graphic organizer were the following:

- What programs and/or services would you like to see offered to support students in recovering credits and/or accelerate your learning?
- What strategies would help students better understand concepts and/or skills that they may have not fully grasped or learned in your courses?
- What programs and/or services would you like to see offered to support mental health and social-emotional learning?
- What types of after school and/or extra-curricular activities would you like to see offered to support students academically and/or socially?

For staff, we also asked that they provide input specific to their professional development needs as it relates to the key focus areas within the grant.

Our stakeholders, through the lens of building equitable communities, provided various ideas, strategies, and responses for how to best meet the needs of our students. Our leadership team reviewed the input, sorted the information, and identified commonalities. Using the information gathered, the plan was drafted, presented to school site Principals, bargaining unit leadership, and our DAC/DELAC advisory group. Additionally, our partners at Californians for Justice gathered student input and highlighted the following three key areas: 1) Wellness and Mental Health Support 2) Review of student workload and 3) Restorative Justice.

A description of how students will be identified and the needs of students will be assessed.

Students will be identified using data and referrals. Using our early warning system data report, we will be able to identify students who are not succeeding as indicated by grades, attendance, and behavior referrals. We will also use our referral system to identify students who may need mental health and social-emotional intervention and support.

Teachers will use formative assessments in the classroom to determine and identify learning gaps so that appropriate interventions can be implemented. Additionally, to support teachers in identifying learning gaps, our Subject Area Coordinators will work with subject specific teachers to identify priority

standards for each subject area. This will allow teachers to have a common starting point as it pertains to the expected content and skills students should be proficient in, thus providing clearer data as to where the learning gaps are, and how to address those gaps. Formative assessments will be embedded into the teachers' daily lesson plans and can happen on a daily basis, weekly, or as part of every six-week grading period. For identification of students needing more targeted support, we will use our early warning system report which is updated every six-week grading period.

For our English language learners we will further disaggregate the data and look at the students' course placement for the 2021-22 school year and grades to identify the students who would benefit from a supplemental support course designated to improve their language proficiency and academic skills.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and guardians will be informed of the opportunities for supplemental instruction and support through our various modes of communication. General information will be posted on our main district website as well as each school site's website. Emails and text messages with general information will also be sent out. For specific student information, parents will be notified via email, phone call, text, and/or a letter mailed home. All communication to our parents and guardians will be distributed in our three main languages: English, Spanish, and Vietnamese and, as needed, parents will have the opportunity to request all information in their primary language if it is a language other than the three languages listed.

A description of the LEA's plan to provide supplemental instruction and support.

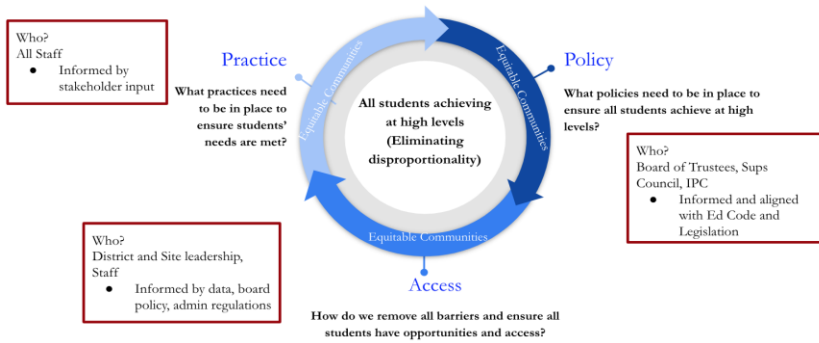
Our district is committed to building Equitable Communities through Multi-Tiered Systems of Support (MTSS) where:

- All students are welcomed as they are
- strengths and areas for growth for all students are known and supported
- adults positively respond to the social-emotional, wellness, and academic needs of every student
- all students engage with tasks that develop the strategic thinking skills for full participation in their local communities and the global society.

Our work to implement the MTSS framework is in direct alignment with the expected scope of this grant. The supplemental instruction in the key seven areas will allow us to provide intervention and support at all three tiers within our MTSS framework. At the Tier 1 level, we can provide academic, behavior, and overall wellness support to all students through classroom embedded practices that create welcoming environments, engage students, and assess learning to identify learning gaps. At the Tier 2 level, students in need of additional support can be provided small group learning sessions focused on both academic and social-emotional needs. Students can also be provided instructional materials that can be accessed at home for further practice and skill development. At the Tier 3 level, students identified as needing intensive support and intervention can be provided one to one tutoring, counseling, and/or targeted assistance focused on the specific identified needs of the student.

As a district, the work to ensure equity is grounded in how we respond as a system; therefore, this grant will support our system's responses in addressing the academic, social-emotional, and wellness needs of all our students. Our system approach and response is anchored in the areas of policy, access, and practice as described below.

System Responses: Policy, Access, Practice



Extended Instructional Learning Time:

- Summer school for credit recovery and acceleration for 2021 and 2022.
- Learning loss recovery mini-sessions offered prior to the start of summer school, on Saturdays, and during intersessions (school breaks).
- Hire bilingual paraprofessionals to support multilingual students in the ELD classrooms across our school sites.
- Extend duties and hours of paraprofessionals to work with students before and after school hours, Saturdays, and during school breaks.

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

- Professional development and work sessions for teachers on identifying priority standards for core courses at all levels.
- Work sessions for staff to collaborate with Subject Area Coordinators on developing curriculum maps and common benchmark assessments.
- 1.0 FTE for a teacher on special assignment at each school site to support MTSS implementation.
- On-demand tutoring for students through contracted online service providers.
- Offer enrichment opportunities for students in performing and visual arts, CTE, and student interest-based content such as culinary arts, coding, and finance.
- Offer PD days prior to start of new school year to identify and align SEL and academic expectations of staff as we welcome students back to the classrooms
- Partner with the Silicon Valley Math Initiative to provide intensive training to improve math outcomes

Integrated student support to address other barriers to learning:

- Continue to provide meal services for our students during times that school is not in session.

-Fund stipends for SJSU social work interns to provide mental health, behavior, and social-emotional support to students at the Tier 1, Tier 2 & Tier 3 level

-1.0 FTE Student Services Coordinator to assist with integrated support system to address other barriers to learning

- Fund Character and Social Emotional Learning curriculum to support students in increasing and expanding social emotional skills

-Provide parent workshops to assist parents in supporting their students academic, behavior, and social development.

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

-Continue to provide spaces at each of our school sites for students to access internet and other technology resources during school hours as well as on Saturdays and school breaks.

Supports for credit deficient students to complete graduation requirements or increase/improve college eligibility:

-Expand online course accessibility through Cyber High during periods 1 and 7, after school, and during intersessions

-Add a 7th class to targeted students to provide them with opportunities to take on added courses for credit recovery and improvement to meet A-G eligibility requirements

-Provide workshops for all 9th graders and 10th graders on graduation and college eligibility requirements

Additional academic services for students:

-Mentoring, college advising, mental health and academic support services for students in partnership with community based organizations and other agencies such as CAL SOAP, Destination College, 10,000 Degrees, City Year, New Hope for Youth, and Compadres Network.

-Academic and career counseling for students using interest exploration and planning tools such as Naviance.

-Academic counseling for students during summer to prepare them for the upcoming school year.

-Targeted transition program for 9th grade students identified as social promotions from our feeder school districts.

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

-Professional development district wide for staff on trauma-informed care and restorative practices.

-Training for paraprofessionals on intervention strategies for English Language Learners and Students with Disabilities.

-Professional development for teachers on grading for equity.

-Professional development for teachers on Universal Design for Learning and Culturally Responsive Teaching

-Professional development and collaboration time for school counselors using the ASCA model to implement Tier 1 academic and social-emotional support and interventions

Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$4,500,000]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	[\$3,500,000]	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$1,000,000]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$1,000,000]	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility	[\$3,000,000]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$2,099,777]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs	[\$1,600,000]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[\$16,699,777]	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Our district understands the importance of coordinating resources and funding toward common goals to ensure improvement in student outcomes, thus funding received as part of this particular grant and funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund are allocated in alignment with the actions described within this plan as well as those described in our Learning Continuity and Attendance Plan. Because our work to build equitable communities through MTSS is our key system response to ensuring all students are college and career ready, all funding is coordinated and allocated toward actions, services, and programs designed to provide quality instruction, interventions, and support to all students.